

## MACEDONIA MIDDLE

200 Macedonia Foxes

Moncks Corner, SC 29461

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	542 Students	
<b>Principal</b>	Janie L. Langley	843-899-8940
<b>Superintendent</b>	Dr. Anthony Parker	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-573-7794

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Average	Good
2008	Average	Below Average
2007	Average	Average
2006	Average	Below Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

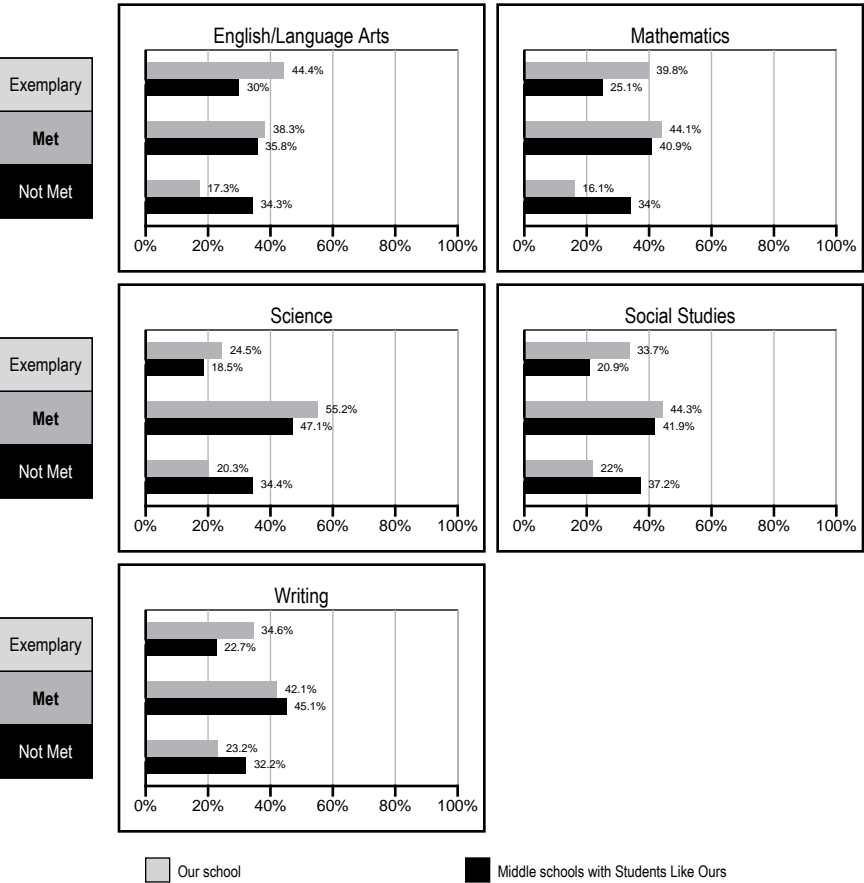
98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	37	5	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	95.4%
English 1	97.3%	96.1%
Physical Science	100.0%	79.9%
US History and the Constitution	N/A	N/A
All Subjects	99.0%	94.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=542)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	77.8%	Up from 43.2%	28.3%	24.2%
Retention rate	4.0%	Up from 2.6%	0.5%	0.7%
Attendance rate	96.5%	Up from 96.4%	95.6%	95.9%
Eligible for gifted and talented	18.7%	Up from 15.3%	15.0%	16.4%
With disabilities other than speech	11.7%	Up from 11.5%	13.3%	12.0%
Older than usual for grade	5.4%	Up from 4.2%	2.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.2%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	48.6%	Down from 51.3%	55.6%	58.5%
Continuing contract teachers	74.3%	Up from 71.8%	83.3%	80.0%
Teachers with emergency or provisional certificates	6.3%	Down from 8.6%	4.3%	4.0%
Teachers returning from previous year	84.7%	Up from 84.4%	84.0%	84.6%
Teacher attendance rate	95.8%	Down from 96.8%	95.3%	95.4%
Average teacher salary*	\$45,941	Up 1.5%	\$45,222	\$46,561
Professional development days/teacher	10.8 days	Down from 13.0 days	10.5 days	10.2 days
<b>School</b>				
Principal's years at school	25.0	Up from 24.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.1 to 1	20.8 to 1	21.1 to 1
Prime instructional time	92.0%	Down from 92.6%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	98.0%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,663	Up 3.1%	\$7,771	\$7,802
Percent of expenditures for instruction**	61.5%	Down from 64.7%	64.2%	63.8%
Percent of expenditures for teacher salaries**	57.7%	Down from 61.2%	60.0%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Macedonia Middle School continues to implement our vision, which is to challenge and empower our students to be successful in a highly-competitive world. Therefore, our goal is to ensure the development of the unique potential of each student as a passionate lifelong learner through a comprehensive and challenging educational program that embraces the best of traditional and innovative practices within a caring, supportive, and safe community of learners. We continued to advance our level of academic achievement and to cultivate strong community relationships. Our tradition of excellence was reaffirmed through numerous awards and accolades again this year. Lisa Caldwell was honored as the 2009-2010 Teacher of the Year. We were elated when informed our Principal, Ms. Janie Langley, was named Berkeley County's First Principal Of the Year. MMS received the Red Carpet Award for the second time, and the State Silver Award. Macedonia Middle School's Technology Student Association (TSA) won 23 trophies at the annual TSA Convention. For the second year in a row, MMS's TSA was awarded the 2010 State First Place Technology Student Association Overall Award. Our High Performance Business Education Partnership with Jefferies Generating Station of Santee Cooper continued through the school year with employee volunteers as CHOICES presenters, Lunch Buddies, and career speakers. Maintaining and improving our excellent educational program will continue to be MMS's primary focus. We strive to meet the needs of individual students through the expansion of numerous school initiatives. These initiatives included STEMS, Accelerated Reading Program, The Eagles Program, The Single Gender Program, The Gateway to Technology Program, The Assist Program, and Compass Learning. 214 students took at least one of five courses for high school credit: English 1, French 1, Algebra I, Algebra II, and Keyboarding. Macedonia Middle School's teachers continue to grow professionally, with a large number of our teachers sharing innovative programs at a variety of workshops and conferences. Our PTO worked diligently to ensure the success of our AWARDS Program. Our schoolwide emphasis for the 2010-2011 school years will continue to be on increased male literacy, utilization of MAPS data, development of curriculum units, common assessments, and character development.

Janie L. Langley, Principal  
 Eva Herndon, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	99	79
Percent satisfied with learning environment	97.3%	73.7%	84.8%
Percent satisfied with social and physical environment	100.0%	80.8%	88.5%
Percent satisfied with school-home relations	97.3%	87.9%	84.2%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	534	100	18.3	38.8	42.9	90	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	286	100	21.9	36.4	41.6	88.5	81.9	80.1	N/A	N/A
Female	248	100	14.2	41.4	44.4	91.6	90.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	428	100	16.3	37	46.7	91.9	89.8	89.6	Yes	Yes
African American	102	100	27.3	46.5	26.3	81.8	79.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.4	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	61.9	25.4	12.7	63.5	57.2	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	346	100	21.8	43.8	34.4	87	81.2	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	534	100	16.9	45.3	37.8	89.8	83.5	80.4	Yes	Yes
<b>Gender</b>										
Male	286	100	17.8	41.3	40.9	88.8	81.1	78.4	N/A	N/A
Female	248	100	15.9	49.8	34.3	90.8	86	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	428	100	14.6	44.9	40.5	90.9	88	87.8	Yes	Yes
African American	102	100	26.3	47.5	26.3	84.8	75	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	83.4	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	67	100	49.2	36.5	14.3	58.7	50	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	I/S	I/S	I/S	I/S	85.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	346	100	20.5	45.9	33.5	86.7	78	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	347	99.7	20.4	55.3	24.3	79.6	69.8	67.3
Gender								
Male	191	99.5	19.4	51.7	28.9	80.6	69.3	66.9
Female	156	100	21.5	59.7	18.8	78.5	70.3	67.7
Racial/Ethnic Group								
White	275	99.6	17	54.8	28.2	83	78.8	79.6
African American	69	100	34.3	58.2	7.5	65.7	54.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	64.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	48	97.9	57.8	37.8	4.4	42.2	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	I/S	I/S	I/S	I/S	65.8	58.6
Socio-Economic Status								
Subsidized meals	220	99.6	25.4	56.5	18.2	74.6	60.2	55.4

Social Studies								
All Students	339	99.7	22	44.3	33.7	78	73.4	70.9
Gender								
Male	177	99.4	26.5	38.6	34.9	73.5	72.2	70.1
Female	162	100	17.2	50.3	32.5	82.8	74.7	71.7
Racial/Ethnic Group								
White	273	99.6	20.5	44	35.5	79.5	78.7	79.2
African American	63	100	29.5	44.3	26.2	70.5	63.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71	71.2
Disability Status								
Disabled	41	97.6	63.2	26.3	10.5	36.8	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	70.8	68
Socio-Economic Status								
Subsidized meals	220	99.6	25.1	47.4	27.5	74.9	66	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	524	99.4	23.1	42.2	34.7	76.9	72.9	72.1	96.5	96.2
Gender										
Male	279	99.3	26.6	42.3	31.1	73.4	65.6	65.2	96.4	96.1
Female	245	99.6	19.2	42.1	38.8	80.8	80.7	79.2	96.6	96.2
Racial/Ethnic Group										
White	418	99.3	19.9	42.2	38	80.1	78.3	80.8	96.2	95.7
African American	102	100	37	42	21	63	64	59.7	97.7	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	87	N/A	97.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.4	64.6	N/A	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.1	73.4	98.4	95.3
Disability Status										
Disabled	64	96.9	67.2	31.1	1.6	32.8	30.3	27.7	96	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	67.1	63.7	98.9	96.8
Socio-Economic Status										
Subsidized meals	343	99.1	29.4	45.8	24.8	70.6	65.2	61.9	96.1	95.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	154	100	15.4	52.3	32.2	84.6
	6	142	100	20.9	43.2	36	79.1
	7	137	100	22.6	41.4	36.1	77.4
	8	137	99.3	17.8	46.5	35.7	82.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	119	100	13.5	44.1	42.3	86.5
	6	146	100	13.4	39.4	47.2	86.6
	7	152	100	22.6	37.7	39.7	77.4
	8	117	100	23.9	33.9	42.2	76.1

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	154	100	22.1	49	28.9	77.9
	6	142	100	24.5	41.7	33.8	75.5
	7	137	100	29.3	43.6	27.1	70.7
	8	137	99.3	20.2	55.8	24	79.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	119	100	15.3	40.5	44.1	84.7
	6	146	100	12	45.8	42.3	88
	7	152	100	23.3	43.8	32.9	76.7
	8	117	100	16.5	51.4	32.1	83.5

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	77	100	17.6	63.5	18.9	82.4
	6	71	98.6	26.9	61.2	11.9	73.1
	7	137	100	28.6	48.9	22.6	71.4
	8	69	98.6	18.5	60	21.5	81.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	60	100	21.4	51.8	26.8	78.6
	6	75	100	20.5	63	16.4	79.5
	7	152	100	17.8	61.6	20.5	82.2
	8	60	98.3	25.9	31.5	42.6	74.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	77	100	25.3	42.7	32	74.7
	6	71	98.6	8.6	65.7	25.7	91.4
	7	137	100	29.3	38.3	32.3	70.7
	8	67	100	14.3	58.7	27	85.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	59	100	21.8	40	38.2	78.2
	6	71	98.6	10.3	61.8	27.9	89.7
	7	152	100	28.1	41.8	30.1	71.9
	8	57	100	20.4	33.3	46.3	79.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	153	99.4	28	37.3	34.7	72
	6	143	99.3	22.1	42.1	35.7	77.9
	7	137	98.5	25.2	48.9	26	74.8
	8	135	98.5	20.2	49.6	30.2	79.8
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	117	100	25	42	33	75
	6	143	99.3	22.7	38.3	39	77.3
	7	149	100	25.2	42.9	32	74.8
	8	115	98.3	18.7	46.7	34.6	81.3

Abbreviations for Missing Data

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